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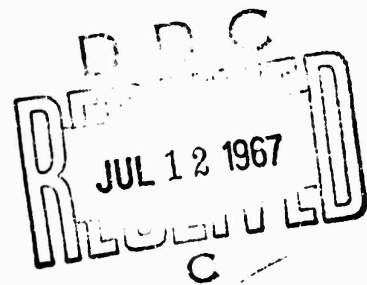
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## Leadership in Small Military Units: Some Research Findings

by

Carl J. Lange

Presentation at  
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# HumRRO

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### Prefatory Note

This paper was presented at a NATO Symposium, "Group Productivity," held in Paris, France, 31 July-6 August 1960. The full proceedings of the symposium are recorded in Volume One of the NATO Conference Series, *Defence Psychology*, edited by Frank A. Geldard, Pergamon Press, New York, 1962.

The paper is based primarily on research conducted under Human Resources Research Office's Work Unit OFFTRAIN, Studies in Leadership and Leadership Training. The research was begun by HumRRO Division No. 3 (Recruit Training), at Monterey, California, and was completed at Division No. 4 (Infantry), Fort Benning, Georgia.

Because of the continuing relevance of the subject matter of the paper, it is being issued as part of the HumRRO Professional Paper series. This series was initiated in order to provide permanent record of specialized aspects of HumRRO work, and deposit in the scientific and technical information storage and retrieval systems of the Department of Defense and the Federal Clearinghouse.

## LEADERSHIP IN SMALL MILITARY UNITS: SOME RESEARCH FINDINGS

Carl J. Lange

This paper describes HUMRRO research on military leadership and efforts being made to develop leadership training based on the findings. The broad scope of functions and qualities of the military leader subsumed under the phrase "military leadership" requires that we make the specific objectives of our research clear. Our studies have been limited to determining the effect the actions of the formally designated leader has on his followers. We have been guided by a fundamental assumption that actions of the leader directed toward his followers in reference to their performance are those which are of primary importance in determining the leader's effectiveness. Thus, we have excluded other important functions of the military leader that are sometimes considered in discussions of military leadership. Such matters as physical courage in highly stressful situations, creative achievements in developing new approaches, methods, or concepts in various military activities, and technical competence in strategy and tactics or some other technical area have been excluded. Our efforts have been directed toward answering the question, "How does the leader function to maintain high motivation and high standards of performance among his followers?"

Our study of this general problem is not a new one in psychology. During the past ten years, some extensive research efforts have been devoted to the effect various supervisory or leader practices exert on the productivity and motivation of subordinates. However, at the time we undertook our studies, a careful review of available research convinced us that existing knowledge concerning effective leadership practices was not sufficient for developing sound leadership training.

In particular, three characteristics of the available research appeared as serious deficiencies. First, despite efforts of others to study specific actions of leaders, the methods used generally failed to provide a level of conceptual clarity to assure valid extrapolation of findings in developing training content. By this we mean that concepts relating to leader practices were not linked to specific, denotable actions in sufficiently precise terms to allow application to specific leader-follower interaction episodes. Second, the domain of variables seemed in most cases limited by the orientation of the researchers and may have precluded important characteristics of leaders. Third, there seemed to be a strong tendency to build a dichotomy with work-centered practices in one class and human relations practices in another. In reference to the third point, a tendency to consider human relations training to be concerned with interpersonal relations apart from the main responsibility of the leader, i.e. job performance, seems to avoid

the core of the problem; specifically, how do interpersonal behaviors in performance situations determine the leader's effectiveness?

The ultimate goal of our research undertaking was to develop leadership training that would employ improved presentational procedures, and, more importantly, would be based on leadership doctrine with demonstrated validity. We considered it to be a requirement of first importance, therefore, that our study provide information about specific, denotable actions of leaders, and the influence of such actions on followers. In addition, we considered it desirable to develop a theoretical framework which would give coherence to empirical findings and thus make it possible in a training situation to communicate the findings as an integrated body of information concerning the effect of leader practices on follower performance rather than a set of isolated, arbitrary dicta.

It should be obvious, of course, that in an applied research situation, where the mission is to improve training within a reasonable time, a decision to cease investigating the nature of the leadership process and begin the training development cannot be delayed until definitive answers to the basic problem are provided. At some point along the way, the researcher must decide that there is enough evidence to support the orientation to be implemented. Accordingly, our research has proceeded in cycles, with the initial investigations being guided by some general theoretical ideas prevalent in psychological theories of motivation and learning, and with the refinement of the theoretical orientation being developed in reaction to the empirical data, until at this point we feel sufficiently confident to proceed with training development, but somewhat frustrated in not pursuing some interesting questions which would require additional experimental work.

In the setting of social psychology, our problem is a special one in the area of social influence processes. By defining the leader as one with formally designated responsibility for the group's performance, we hold this important attribute relatively constant and thus place our research in a special category. Much research in recent years has been concerned with the phenomena of emergent leaders. Gibb (1), in a survey of research on leadership, reviews several definitions of a leader, and in his discussion draws a distinction between headship and leadership. The most basic attribute for distinguishing between head and leader is the source of authority. According to Gibb, the leader's authority comes spontaneously from his followers, whereas the authority of the head derives from his position in the organization. If Gibb's proposed definition were taken seriously by military and industrial organizations, and power sources fluctuated according to the spontaneous whims of group members, untold difficulties in maintaining any semblance of coordinated activity required for achieving organizational goals would develop.

This "side excursion" into a minor essay on leader definition is taken because the definitional position taken by Gibb is considered symptomatic of certain emphases in this general area of social psychology that go back as far as, and possibly farther than, the classic study by Lewin, Lippitt, and White (2) on social climates. A detailed criticism of these trends is not consistent with the scope or intent of this

paper. However, they may be summarized, at the expense of oversimplification, as being greatly concerned with a furtherance of the self-directive actions of individuals without adequate attention to the implications of such galloping self-direction for the effective operations of highly complex organizations. While much of value can be gleaned from many of the studies that have been done, the three deficiencies mentioned earlier--lack of conceptual clarity, investigator bias (or theory) precluding important variables, and arbitrary dichotomy of work-centered practices and human relations practices--as well as a goal to emphasize self-direction above all, strongly suggested that a naturalistic observation study of leader practices would be timely, especially if rigorous content analysis procedures were used which would minimize researcher bias.

Our first study (3) was guided by the following broad guidelines. Performance of group members depends on their motivation to perform assigned duties and capability to perform. The leader functions to modify the motivation and capability of group members. He accomplishes this function principally by public communicative acts in group goal-relevant situations. We anticipated that leader acts could be classified into two broad categories: (a) those relating directly to performance, and (b) those relating to potentially disrupting influences. Those leader acts classified in the first broad category could be further classified into three sub-classes: defining or giving information about performance, motivating performance, and getting information regarding performance. These guidelines point to the domain of data to be studied, but do not restrict the variables of leader behavior that may emerge from data in these broad classes. Our content analysis procedure was an a posteriori one which permitted the data to influence the formation of the specific behavior categories.

Our research approach was designed to provide us with a sample of descriptions of leader actions falling in the general domain defined by the stated guidelines for each leader included in the study. A content analysis procedure was used to transform the descriptions into quantitative variables. First, we will describe the method for obtaining our data, and, then, the content analysis procedure.

Our sample of leaders was composed of 42 platoon leaders drawn from two infantry regiments located at an army post in the United States. The platoons had been involved in training for and taking squad and platoon tests shortly before the data were collected. Interviews with platoon members were used to obtain descriptions of leader actions in group goal-relevant situations. The interviewers asked a standard set of questions to obtain descriptions of the leader's behavior in specified situations. Heavy emphasis was placed on getting retrospective reports of actual behavior rather than inferences or judgments about behavior. No evaluative comments were solicited. Interviewers were trained to encourage specific reporting, but to avoid reacting differentially to the content of descriptions provided. The interview questions were aimed at getting accounts of the leader's behavior in each of the following situations:

- (1) Job assigning or planning.
- (2) Job in process and being done poorly.
- (3) Job in process and being done well.
- (4) Job completed and done poorly.
- (5) Job completed and done well.
- (6) New men entering group.
- (7) Promotions or changes in assignment.
- (8) Group members making complaints or suggestions.
- (9) Unexpected event occurring.

Interviews were held with six to eight group members for each leader in our sample. Thus, we had, for each leader, descriptions of his behavior in the various performance-related situations cited.

We used a content analysis procedure to process interview data into behavior variable scores. We formulated a set of scoring categories which were used to score the interview protocols. The categories included both behavior and situational-context categories. That is, in scoring a particular behavior, we could also score the context variables in which the behavior occurred. The completed set of scoring categories comprised roughly 140 "dimensions" of behavior and situational-context, with each dimension having from two to ten quantitative or qualitative alternative scores. The entire list of categories was applied to each scorable unit of interview data, a scorable unit being, in general, a single scene or incident of leader-follower interaction. We prepared a lengthy, detailed scoring manual which objectively defined each scoring category, defined a symbology and shorthand for scoring, and laid down a set of general scoring instructions and limitations, designed primarily to prevent subjective inferences being made by the scorers. Each of the scoring categories was defined in terms of overt, observable characteristics. Classification was not made on the basis of inference about the leader's intent or about the probable effect on group members. Scorers' judgments were limited to single items of information; no subjective summarization or integration of the data was required of the scorers.

After the scoring was completed, the information thus coded was transferred to IBM cards, and analyses were carried out to obtain an array of 42 frequency scores, one for each leader, under each behavior dimension.

Thus, our research approach provided an array of quantitative scores for our sample of leaders which indicated the relative frequencies with which they performed each of the various leader behaviors included in the set of behavior categories. In reference to the three deficiencies of studies in this general area cited earlier, our approach met the deficiencies in the following ways. Concepts relating to leader practices were measured by explicit reference to specific, denotable actions of leaders; the domain of variables was only broadly bounded as including public communicative actions directed toward followers in reference to performance or conditions affecting performance; and the tendency to dichotomize performance-related practices and human relations practices was obviated by eliciting interpersonal behavior in performance situations.

The final step in the study was to relate the leader behavior variables to criteria of leader effectiveness. These criteria included ratings of the leader by subordinate and superiors. We did not consider the ratings by subordinates to be objective ratings, but rather subjective expressions of a global attitude toward the leader reflecting the group member's willingness to follow the leader in combat. The validity of the ratings would lie in the relations between the ratings and the performance of the group members. Ideally, we would have preferred to use group performance measures as one of our criteria, but we knew from the well-established difficulty of obtaining satisfactory measures of group performance, especially with natural groups, that an effort to obtain such measures would have diverted our research from the primary goal of studying leaders to that of studying group performance.

Our main research results consisted of two sets of correlations, one set being correlations of the leader behavior variables with subordinate ratings, and the other set being those with the superior ratings. The general pattern of the two sets of correlations appeared to be very similar; the correlations with subordinate ratings were generally higher in value.

The detailed findings which are presented in a HumRRO Research Report (3) are too extensive for complete reporting here. This discussion will be an interpretative summary of the findings. Five important functions of the effective leader emerge from the results. These functions appear to be meaningfully interrelated with each other in terms of the way they affect the performance and morale of the group members.

First, we find that giving information that facilitates improvement of performance is important. In performance situations where failure to meet acceptable standards has occurred, the effective leader plays an active role in describing what was done wrong and how improvement can be achieved. Also related to this function of facilitating performance is the clarity of communication.

A second function of importance is urging high standards of performance when assigning work. This function serves to define standards of performance expected. Related to this is the finding that promising rewards for good performance when assigning work is important. On the other hand, naming specific punishments to follow poor performance is negatively related to perceived effectiveness.

A third function of considerable importance is the appropriate use of reward and punishment in showing recognition for achievement. Results relating to this function strongly suggest that highly regarded leaders distribute rewards and punishments on the basis of performance. Both frequency of praising and giving tangible rewards are characteristics of highly regarded leaders. But of particular significance are results which show that not only is setting standards too high for giving rewards and punishments negatively related to perceived effectiveness, but setting standards too low is also negatively related. Also of importance

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content of the items, and the item validities, we reduced the categories measured with the Questionnaire from 53 to 14 variables.

Table 1 shows the correlations of each of these variables with follower ratings of the leader (labeled C-1 in the table), follower ratings of their platoon (C-2), and superior ratings of the leader (C-4), as well as intercorrelations among the variables. These results are generally consistent with the interpretative summary presented in the discussion of the first study.

The main purpose of the research we have discussed was to provide valid information about effective leadership practices that could be used as a basis for leadership training. As mentioned earlier, we considered it desirable to develop a theoretical framework which would give coherence to empirical findings. In the course of the research, we have been involved in developing and refining the theoretical ideas which served as our initial guides. Although these efforts have raised questions which require additional research, the following conceptualization of how the leader influences group performance is supported by our findings. The discussion deals first with factors which relate to group performance and motivation and then with how the leader influences the performance of the group.

In the process of working and living together, groups develop a code or set of values. Broadly defined, the code includes the goal or goals toward which the group is oriented and their rules of conduct. In the case of small military groups which are established for the purpose of contributing to the effectiveness of the larger organization, the codes of this small unit should be, in general terms, to achieve a high standard of excellence in performing assigned tasks, and to comply with the regulations and rules of conduct of the larger organization. A major function of the formal leader is to define the code of the group in specific terms and enforce it. This more specific definition might be in terms of the degree of excellence expected in the performance of certain tasks, and the specific rules of conduct for the group.

An important part of the code is the definition of organizational structure and operating procedures. This includes procedures for communicating, clarification of the authority and responsibility of subordinate leaders, job assignments, and standard operating procedures. Informal as well as formal rules of procedure are developed for guiding the conduct of group members. The establishment and enforcement of a code distinguishes a group from an aggregate of individuals. A set of individuals might possess the skills and knowledge required for successful performance but without a code performance would very likely be inefficient and unpredictable. This would be especially true in situations where tasks requiring complex coordination of activities of group members are to be accomplished.

Conforming to the group code requires both capability and motivation. Capability includes knowledge, skills, and abilities. When small combat groups are not actually in combat, they are usually engaged in training

Table 1  
Intercorrelations and Validities of the Leader Activities Questionnaire Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	C-1	C-2	C-4
1. Giving information that facilitates performance	—	26	81	82	-20	-25	73	56	87	73	74	39	55	35	68	32	30
2. Clarity of oral communication		26	—	15	-63	-60	48	53	37	13	37	72	54	81	68	43	21
3. Stating expectations for high achievement		81	15	—	83	-03	-08	58	40	72	75	26	26	16	48	37	29
4. Rewarding good performance		82	11	83	—	-08	-15	68	43	84	70	24	32	09	51	39	26
5. Reacting emotionally toward poor performance		-20	-63	-03	-03	—	69	-51	-48	-32	-18	-30	-55	-51	-54	-41	05
6. Punishing failure without regard for reason		-25	-60	-08	-15	69	—	-47	-45	-31	-14	-26	-46	-50	-61	-55	-32
7. Rewarding and punishing on basis of performance		73	48	58	68	-51	-47	—	61	77	49	64	49	64	41	56	40
8. Supporting subordinate leaders		56	53	40	43	-48	-45	61	—	58	29	61	54	48	51	61	38
9. Handling disrupting influences		87	37	72	84	-32	-31	77	58	—	67	79	49	53	39	75	43
10. Checking performance		73	13	75	70	-18	-14	49	29	67	—	61	32	30	15	48	38
11. Getting information, advice and suggestions from subordinates		74	37	58	70	-30	-26	64	61	79	61	—	45	50	38	64	44
12. Showing consistency		39	72	26	24	-55	-46	49	54	49	32	45	—	56	70	75	40
13. Admitting mistakes		55	54	26	32	-51	-50	64	48	53	30	50	56	—	59	68	33
14. Showing competence in directing platoon activities		35	81	16	09	-54	-61	41	51	39	15	38	70	59	—	71	36

C-1 Ratings of the Leader by Followers (N = 46).

C-2 Ratings of the Platoon by Followers (N = 46).

C-4 Ratings of the Leader by Superior (N = 38).

to develop the necessary capability for performing successfully in combat. Their group code at such times should include effective participation in training.

Motivation to perform in compliance with the group code is a function of expectation of reinforcement and the value of reinforcements resulting from the performance. These may be either extrinsic or intrinsic. Extrinsic reinforcements are those which are contingent on the performance but are external to the particular performance, as, for example, getting a three-day pass for top score in rifle firing. Intrinsic reinforcements are those inherent in the process of doing a task or completing it. The power of the formal leader to influence the behavior of his followers is dependent partly on the types of reinforcements at his disposal and their value relative to other reinforcements, their values, and the expectation of receiving them.

Group members will acquire expectancies of varying degree for receiving certain positive and negative reinforcements as an outcome of their performance in various situations. Generally speaking, positive reinforcements will generate positive affect and negative reinforcements will generate negative affect. The amount of affect will be a function of the value of the reinforcement, the expectancies of obtaining the reinforcement, and the conditions under which it is given. Different combinations of expectancies, reinforcements, and conditions will result in the development of different levels of positive and negative affect. Motivation to perform in compliance with the group code may be accompanied by positive or negative affect depending on the reinforcements expected. For example, high motivation to perform may be accompanied by high negative affect if successful performance is seen solely as being a means of avoiding punishment.

A second major source of positive or negative affect is the satisfaction or frustration of needs not directly related to performance. These vary depending on location of the group, its activity, and the characteristics of the followers. Since, as mentioned earlier, the group members are pervasively controlled in military units, actions of the formal leader in respect to their needs are likely to be an important determiner of his influence on their behavior and attitudes.

So far we have discussed four characteristics of groups and group members. They are (a) the group code or set of values, (b) capability to perform, (c) motivation to perform, and (d) affect. Each of these characteristics is related to the effectiveness of group performance at any particular time and to the prediction of future group performance, including change in performance level and the direction of change. The relations between these variables are complex and, obviously, could be developed at length in consideration of how groups behave under varying conditions. They have been briefly discussed to provide a context and set the stage for our discussion of relations between leader behavior and group performance. The significance of the leader's behavior for group performance lies not only in specific actions relative to specific performance, but also in the relevance of his actions to the development

and modification of the four types of group characteristics just discussed. It is the influence of the leader's actions on these group characteristics that make his influence stable rather than transitory.

We will now turn our attention to the influence of leader actions on group performance and related group variables. It is important to recognize that we are not attempting to prescribe a set of leader actions that can be learned and executed by the leader in a rote way. The group characteristics change with time and experience; and, in small army units such as rifle platoons, the formal leader is assigned to existing groups in various stages of development. Consequently, the actions he takes should depend on the stage of development of the group in respect to the group code and the other types of characteristics stated above. In addition, the conditions in a group vary from day to day, and the leader must evaluate these conditions in the process of directing and reacting to the performance of the group. Each particular action of the leader may influence the group members' future behavior relevant to the code, their expectations regarding the outcome of their behavior, and, consequently, their motivation. What follows is a discussion of leader actions and their relevance to group behavior.

1. Defining. The primary functions of defining actions are to give information to the platoon members and to initiate action. Defining actions may be relevant to the group organizational structure and roles, group operating procedures, rules of conduct and deportment, specific task or work assignments, specific activities of group members working on a task, and specific work that has been accomplished.

Defining acts can be generally classified as relevant to specific performance or relevant to general rules, operating procedures, and so forth. Those defining acts relevant to specific performance, in addition to having an immediate effect, function to define part of the code and to change the capability of the group members insofar as the performance is repeated and the defining content is consistent.

In general, the need for defining actions will depend on the prior experience of the group members. The leader must adjust his defining actions to meet the needs of the group as evaluated from his observations of their prior performance and the status of their knowledge. The frequency and amount of defining will also depend on the nature of the group activities and on any change that occurs. Getting information from the group should help the leader to adjust his defining actions to meet the needs of the group. This includes checking the performance of the group on assigned activities and also questioning members to confirm their understanding of assignments or to ascertain reasons for failure or poor performance. The defining acts should be used by the leader for facilitating improvement of group performance.

As stated earlier, a high degree of behavior regulation is imposed on small military groups. Usually, there are narrow limitations within which the leader of a platoon must define the code of the group in order to be consistent with requirements of the larger organization. The

performance of the group will be ineffective to the extent that the content of defining acts which are inconsistent with the code of the larger group is followed. Defining acts relevant to specific performance may lead to effective or ineffective performance, depending on how right or wrong the content is as evaluated against the code of the larger organization.

Defining acts provide a basis for followers to attribute competence to their leader. The degree of competence attributed to the leader on the basis of his defining acts may be related both to the content of such acts, i.e. the appropriateness of the content, and to the quality of the style, clarity of the communication, organization of it, and so forth. The degree of competence attributed to their leader should affect their motivation to perform assigned duties, especially in combat where incompetence would increase the expectations of high valued negative reinforcements stemming from failure.

2. Motivating performance. The primary function of motivating performance acts is to increase or sustain the motivation to perform. If consistently appropriate to performance level and to the group code, they achieve a secondary function of defining. Motivating acts may be relevant to future performance, work in process, or completed work. They exert both short-term and long-term influences on group members. The long-term influences result from followers attributing dispositional properties to their leader relating to his motivating behavior. Heider states, "The term dispositional properties is applied to those properties that 'dispose' objects and events to manifest themselves in certain ways under certain conditions" (5). The dispositional properties relevant to motivating acts attributed to the platoon leader by his followers contribute to the followers' motivation to perform and affect level by modifying their expectancies for various reinforcements which the platoon leader can dispense.

In general, the motivating behavior of the leader should result in the perception that rewards and punishments are contingent on performance, and that the values of the rewards and punishments are appropriate for the performance level. We will analyze conditions relating to performance that should be significant in determining the appropriateness of rewards and punishment given.

Any particular performance may be considered to be successful or unsuccessful in the sense that it meets or fails to meet specified standards or that it conforms or fails to conform with the group code. In the case of successful performance, it can be assumed that the group members were able to perform and were motivated to perform. The amount of reward given for successful performance should probably depend on the amount of exertion and the needs underlying the motivation to perform. In situations where the task is difficult relative to the capabilities of the members, a high level of exertion is highly probable and deserving of greater reward than those in which the task is relatively easy. Successful performance on tasks which hold relatively little intrinsic reward value should probably receive greater reward

from the leader than similar performance on tasks which are intrinsically rewarding.

The possible cases of unsuccessful performance are more numerous and perhaps more complex than successful performances. Failure may be attributed to lack of intention, lack of exertion, lack of ability, or fortuitous circumstances. Two general classes of failure which have relevance to appropriate use of punishment may be identified as motivational failure and ability failure. Motivational failures include those situations in which the performer knows what he is supposed to do and possesses the ability required for successful performance but, nevertheless, fails. Exceptions which might exempt performances under these conditions from the motivational failure category would be fortuitous circumstances or the existence of strong unsatisfied need states. Usually, motivational failures should be punished. Ability failures include those situations in which the group member either does not know what he is supposed to do or does not possess the ability required for successful performance. Note that ability-failure situations may be ones in which intentions are for success and great effort is exerted. When such is the case, reward may be more appropriate than punishment.

In general, the rewards and punishments given to platoon members should be based on consideration of the types of conditions just described. They should not be given on the basis of other considerations, especially not on the basis of personal like or dislike.

In addition to accurately assessing and weighing conditions, such as intention, exertion, ability, difficulty of task, and fortuitous circumstances, the leader must also properly assess, as perceived by his followers, the values of rewards and punishments. The value of a reward in a particular situation is, in part, a function of the expectancies that the reward will lead to other rewards and the value of these rewards; similarly with punishments. Problems relating to how reward values and punishment values develop are beyond the scope of this discussion. (The simplifying assumption was made that rewards and punishments have stable values and roughly equivalent values among platoon members. They were classified as tangible and intangible, and further classified according to related motives. The tangible rewards and punishments included rank, position, freedom, and extra duty. The intangible rewards and punishments included verbal statements relating to the personal worth of the group member, the pleasure and displeasure of the leader relative to some action or performance of the group member, a superior officer's pleasure or displeasure with their performance, the goodness or badness of their performance, and comparison of their performance with that of other groups.)

At this point, we will consider some of the ways affect and performance may be modified by the leader's motivating acts. As stated earlier, different combinations of expectancies, reinforcements, and conditions will result in different levels of positive and negative affect. We will discuss the four following performance-outcome situations:

- (a) Successful performance on difficult tasks.
- (b) Successful performance on easy tasks.
- (c) Unsuccessful performance attributed to ability failure.
- (d) Unsuccessful performance attributed to motivational failure.

Low expectancy for appropriate reward for successful performance on difficult tasks will be accompanied by negative affect and may lead to lower motivation to perform and, consequently, poorer future performance unless this is accompanied by high expectancy of punishment for unsuccessful performance. If accompanied by high expectancy of punishment for motivational failure, it would be predicted that there would be moderately low negative affect but continued high performance. However, if accompanied by high expectancy of punishment for ability failure, high negative affect would be predicted and high performance would be maintained for a temporary period. With high expectancy of reward for success on difficult tasks, high positive affect and continued high performance would be predicted. As implied by this discussion, high expectancy of punishment for ability failure would lead to high negative affect but performance would remain high. In the case of motivational failure, prediction of affect changes is more tenuous, but we would expect that low expectancy of punishment would lead to negative affect on the part of those members whose motivation to perform was high and who generally performed successfully. Low expectancy of punishment for motivational failure would lead to low performance; high expectancy to high performance.

This discussion does not exhaust the possible combinations of expectancies, reinforcements, and conditions, but it provides examples of how these factors may be interrelated in their influence on affect, motivation to perform, and performance. It is especially interesting to note that a situation is described where high performance and high negative affect occur together. The leader whose behavior determines such conditions is probably rated low by his group members, and the prevalence of such leaders in a sample of groups would result in a lower correlation between ratings of the leader and group performance and also lower correlation between affect level and group performance. It is possible that this may account for research findings which show no relation between morale and productivity, but do show relations between morale and turnover rate and absentee rate.

3. Handling disrupting influences acts. Leader acts in this area function to satisfy follower needs which if left unsatisfied would lower performance. Examples of these needs are hunger, thirst, fatigue, and serious personal problems. The leader should be accessible to his men for upward communications about such needs and should take effective action to satisfy them. However, taking action to satisfy such needs should never be taken at the expense of mission accomplishment.

4. Getting information acts. Leader acts in the defining, motivating performance, and handling disrupting influences areas are in part dependent on the leader's having accurate information about platoon members' activities and need states. Consequently, effectiveness in

getting information should indirectly influence the platoon leader's effectiveness in these three areas. In addition to facilitating his defining and motivating acts, seeking information and suggestions from platoon members, especially if accompanied by good judgment in accepting and rejecting suggestions, probably functions to increase motivation to perform and positive affect.

The effectiveness of the leader as implied from the foregoing discussion requires judgments on his part relating to the performance of group members, conditions under which they are performing, and the state of group members in respect to needs, abilities, knowledge, and so forth. Training approaches will need to emphasize the development of skill in making such judgments, as well as skill in executing appropriate behaviors.

The development and exploratory study of various training techniques will be guided by the analysis of the leader's influence on group performance. Three stages of training are envisaged. The first will be teaching the general orientation to leadership exemplified by our findings. This will probably include general discussion as well as specific examples. The second stage will be designed to give the student knowledge about his own propensities regarding his leadership behavior. This training will provide the student with an opportunity to react to types of situations which are relevant to the leader behaviors and to get information about his reactions as well as reinforcement--the objective being to change in the direction of complying with the orientation. These reactions will probably be at the written or oral descriptive level rather than "acting-out" level, and the techniques may utilize self-critiquing. The third stage will be training at the "acting-out" level. The purpose of this stage will be to give the student an opportunity to practice appropriate leader actions.

In summary, we have described several research studies of the leadership process in small military units, a conceptual framework which has been formulated in the course of the work, and a general description of the approach we will take in developing an experimental leadership training program. The findings emphasize the active role of the leader in facilitating performance, motivating performance, and reducing disrupting influences. The training will emphasize the development of skill in making judgments related to such a role, as well as skill in executing appropriate role behaviors.



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